

Targeting Resources to Meet the Challenges of NCLB

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Challenges

- Achievement in High Poverty Schools
- Staff Qualifications in High Poverty Schools
- Bridging the Gap Between Middle Class Norms and Students from Poverty
- Expectations in High Poverty Schools

Bottom Line Findings:

States, districts, and schools can make a difference in narrowing the gap between students in poverty and their wealthier counterparts and minorities and majority students.

Required Sub-group populations

- All students
- Race/Ethnicity
 - White
 - African/American
 - Hispanic
 - Asian
 - Native American
- Students with Disabilities
- Limited English proficient
- Economically Disadvantaged

Achievement:

What does the data say about Tennessee?

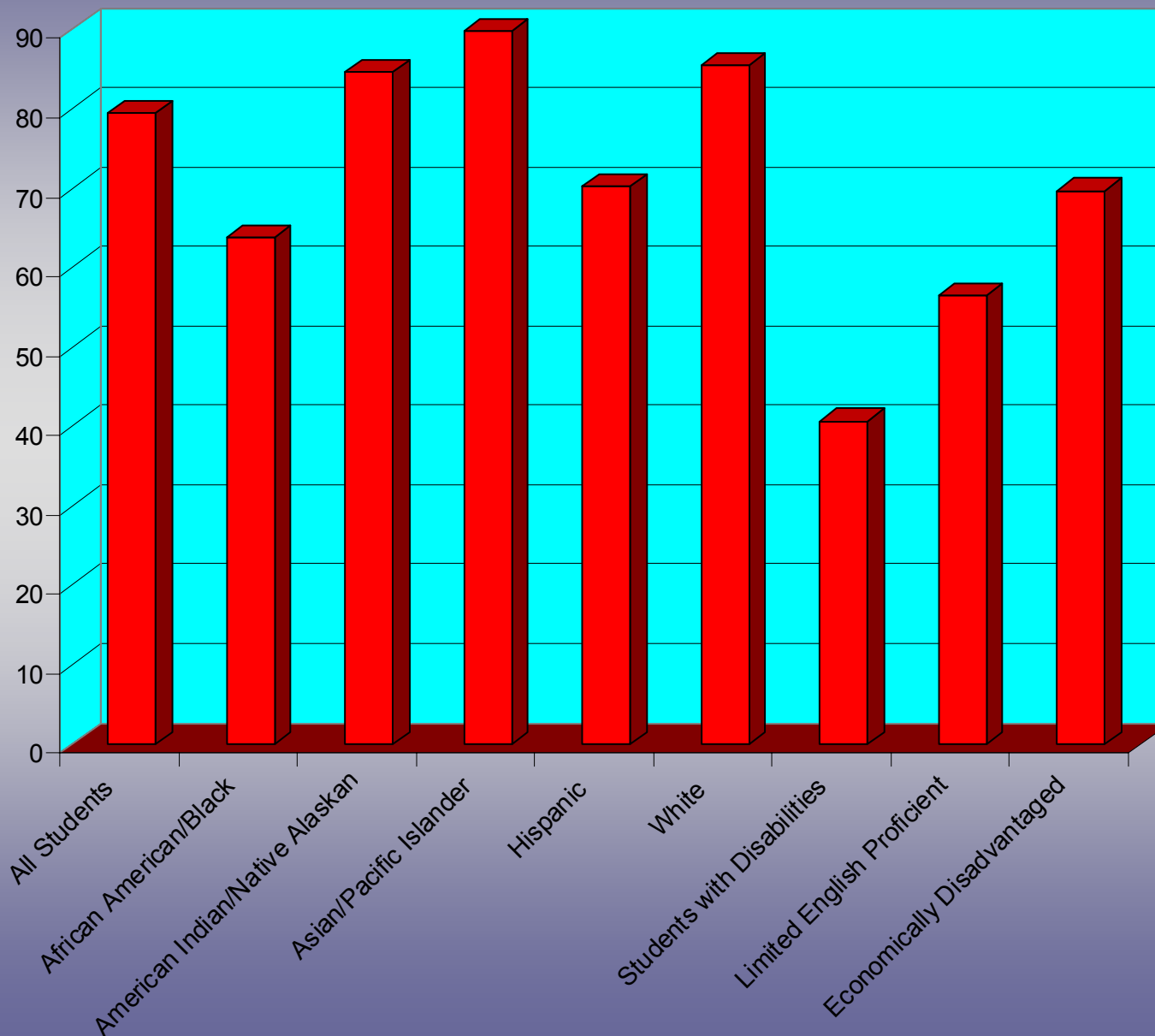
What are the gaps in achievement between subgroups?



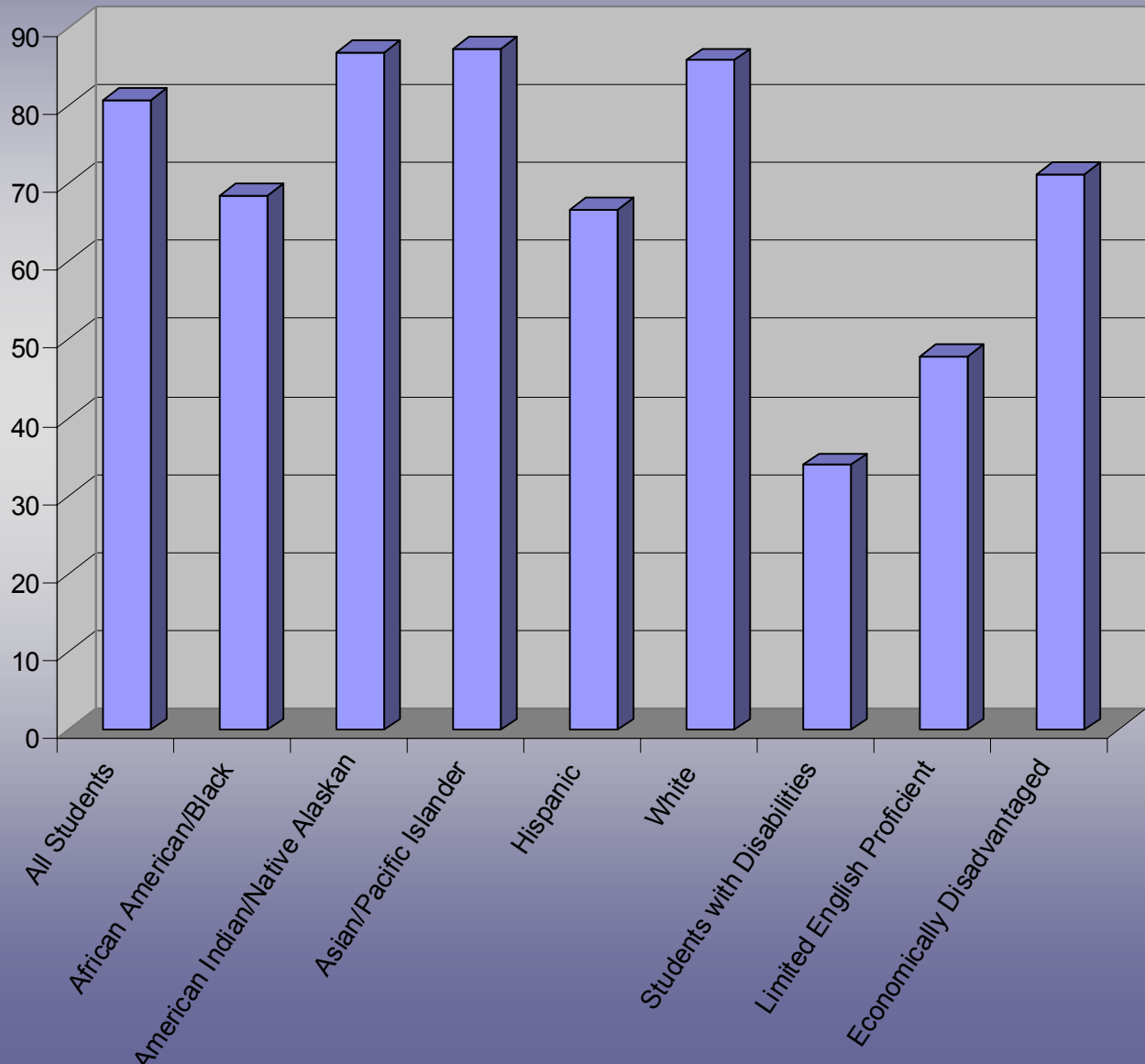
Results of New Accountability Model

State Profile for 2002-
2003

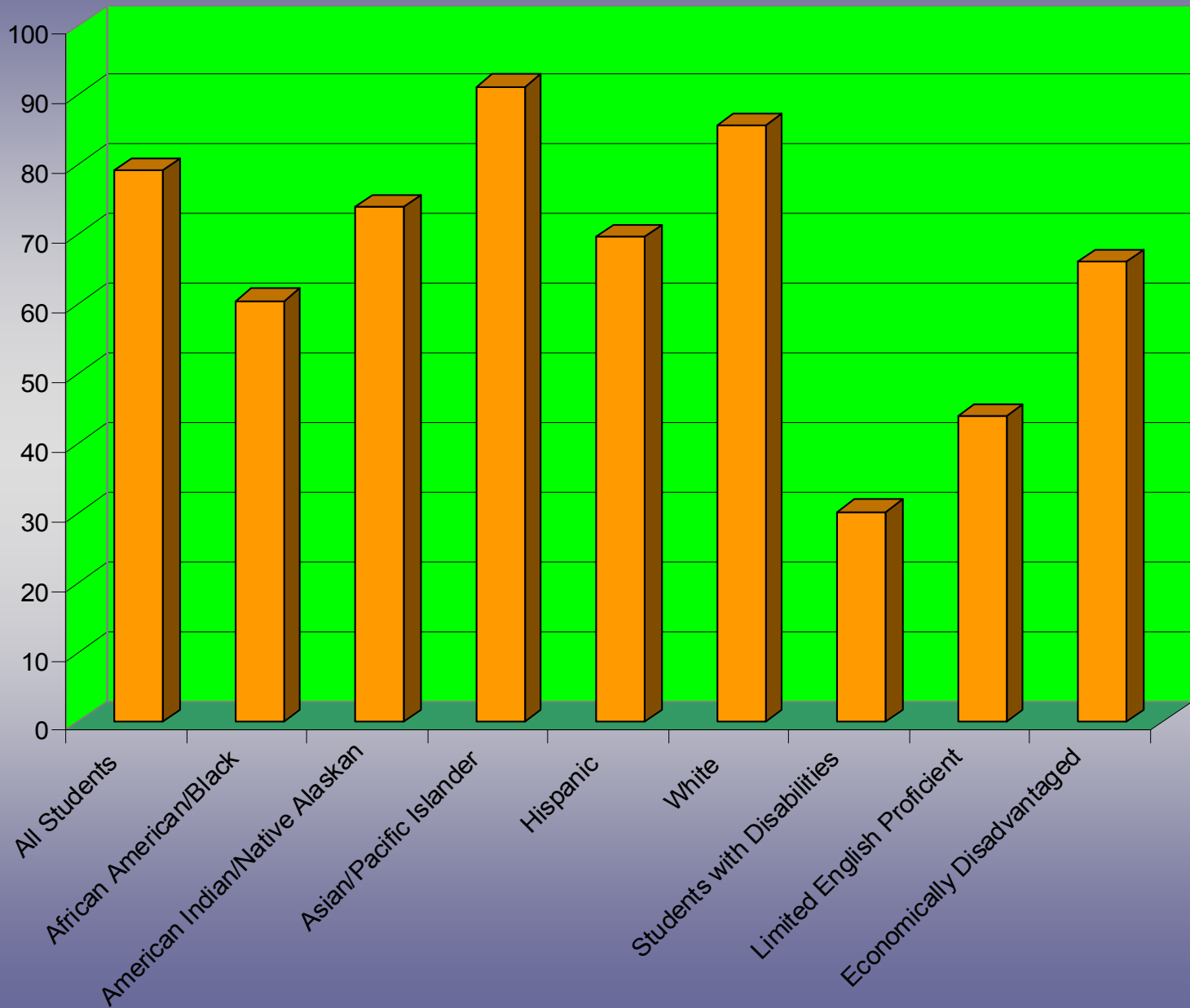
Grade 3 Math



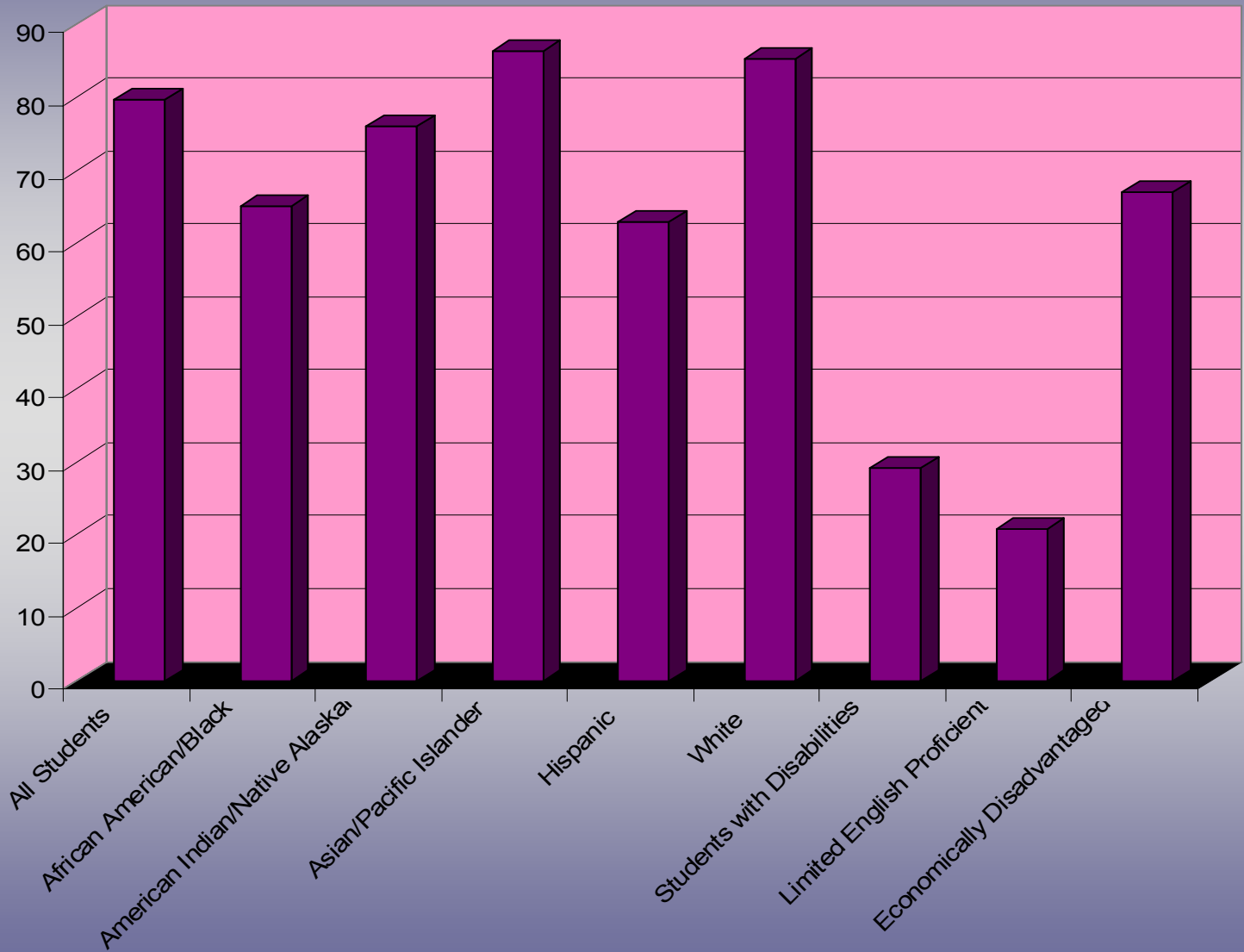
Grade 3 Reading/Language Arts



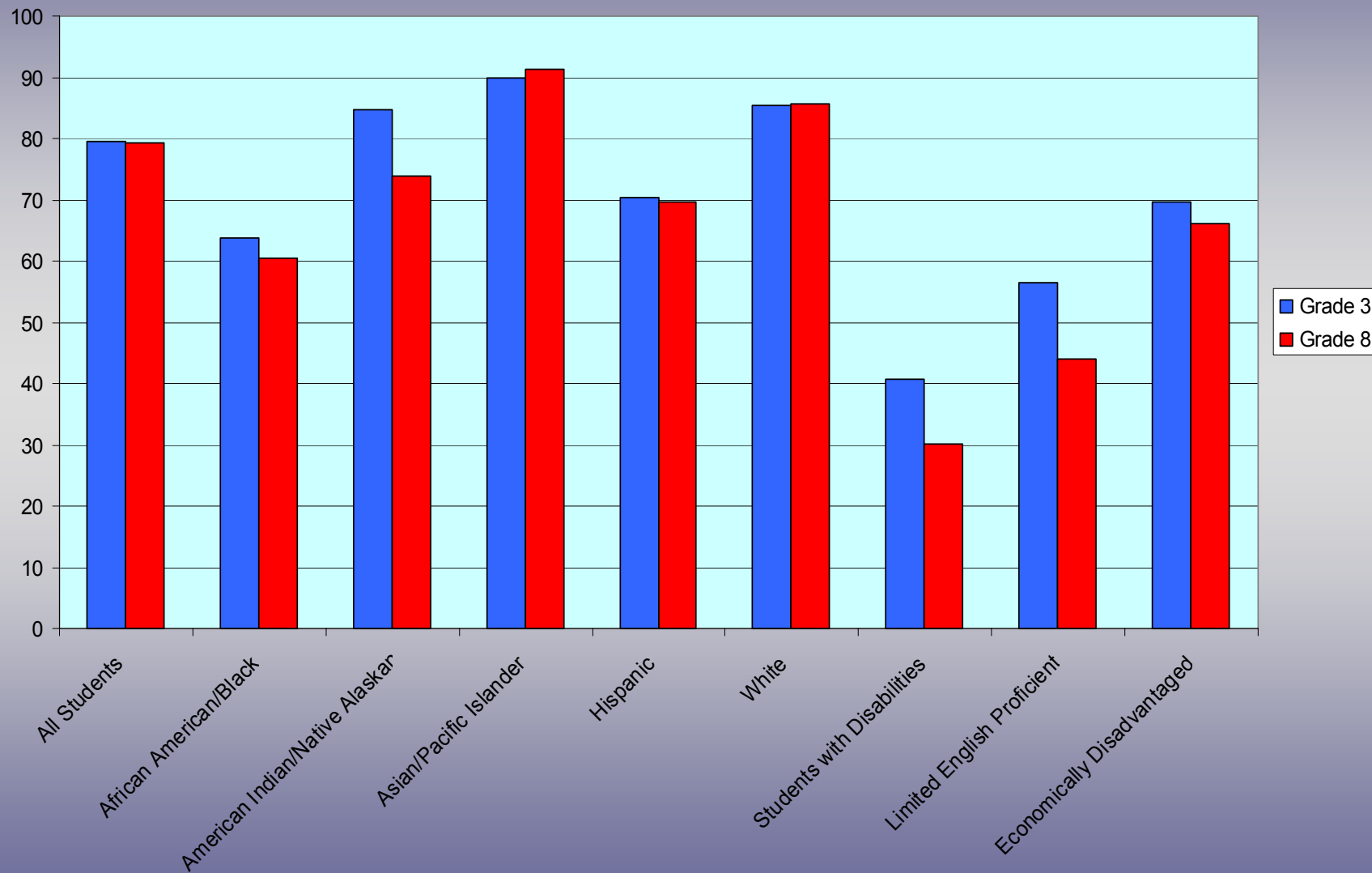
Grade 8 Math



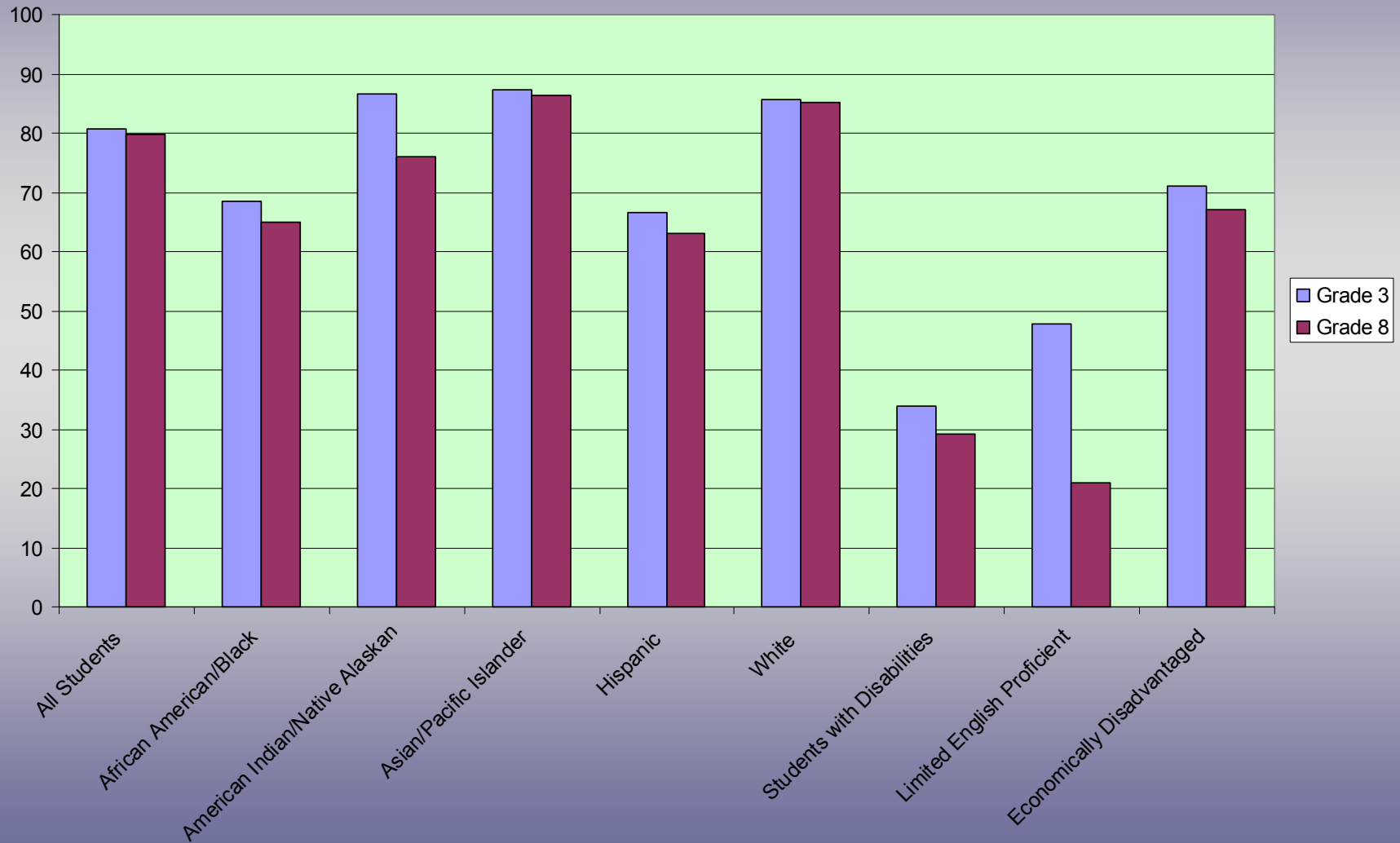
Grade 8 Reading-Language Arts



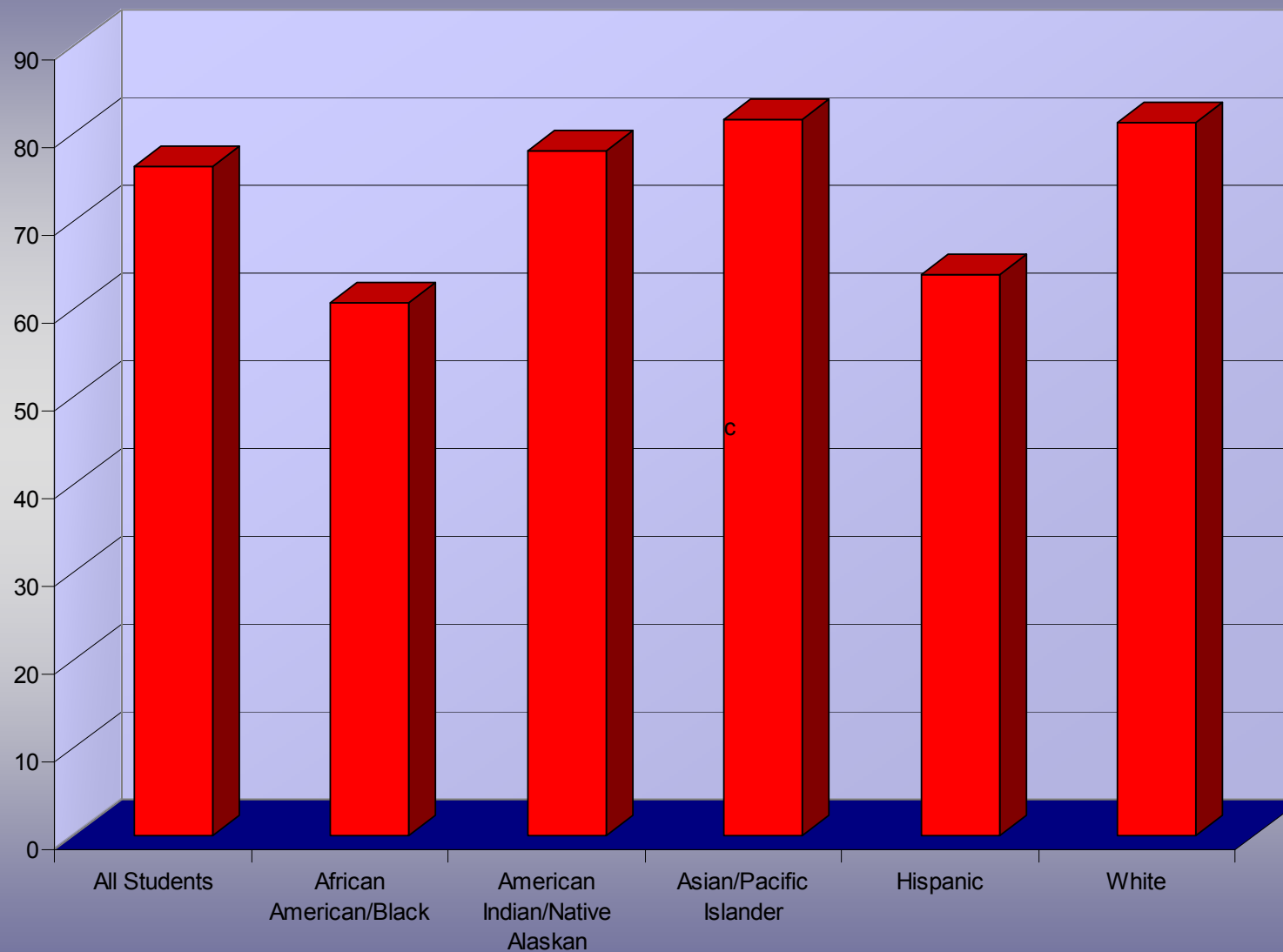
Grade 3 & 8 Math



Grade 3 & 8 Reading/Language Arts



Graduation Rate 2002-03

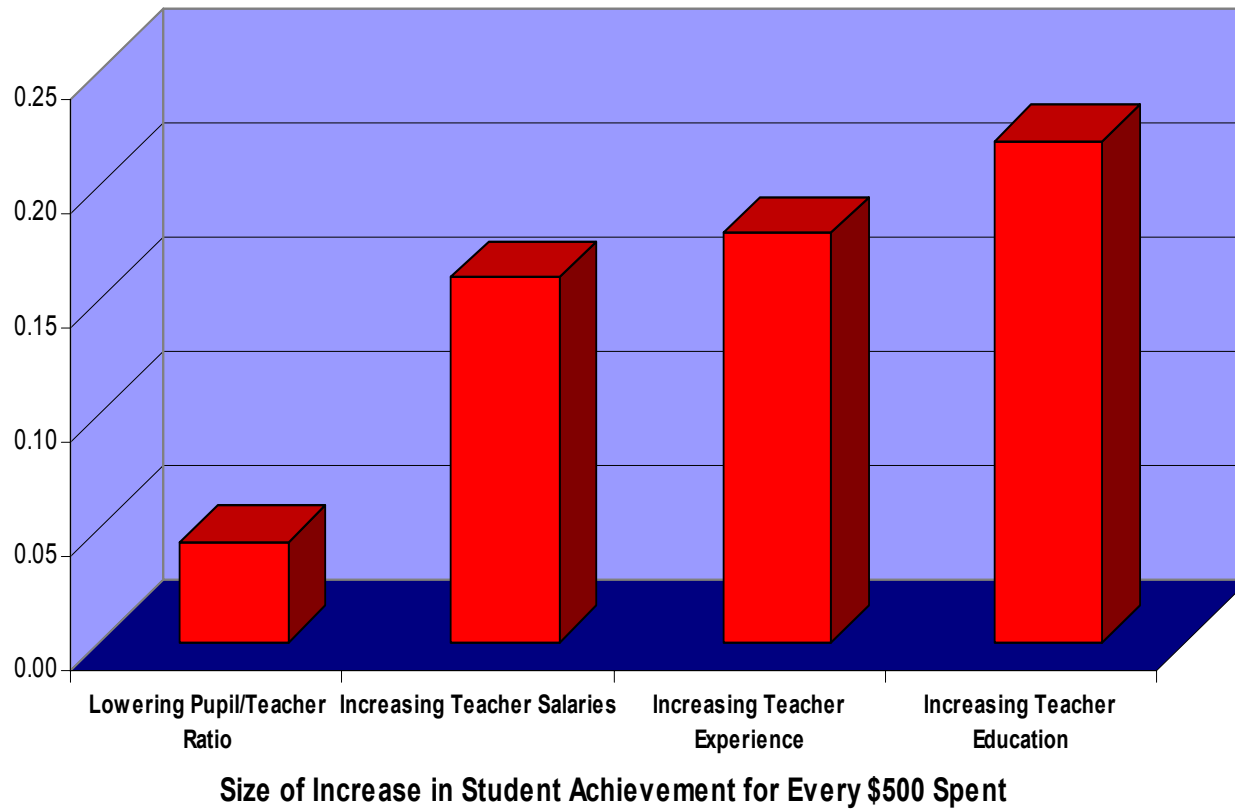


How do we target resources to
ensure that these gaps in
performance narrow?

Research by specialists in economic
educational policy issues begins to point to
what investments and resources begin to
make the biggest impact on student
performance.

For example, Hedges, Laine, and Greenwald in 1996.

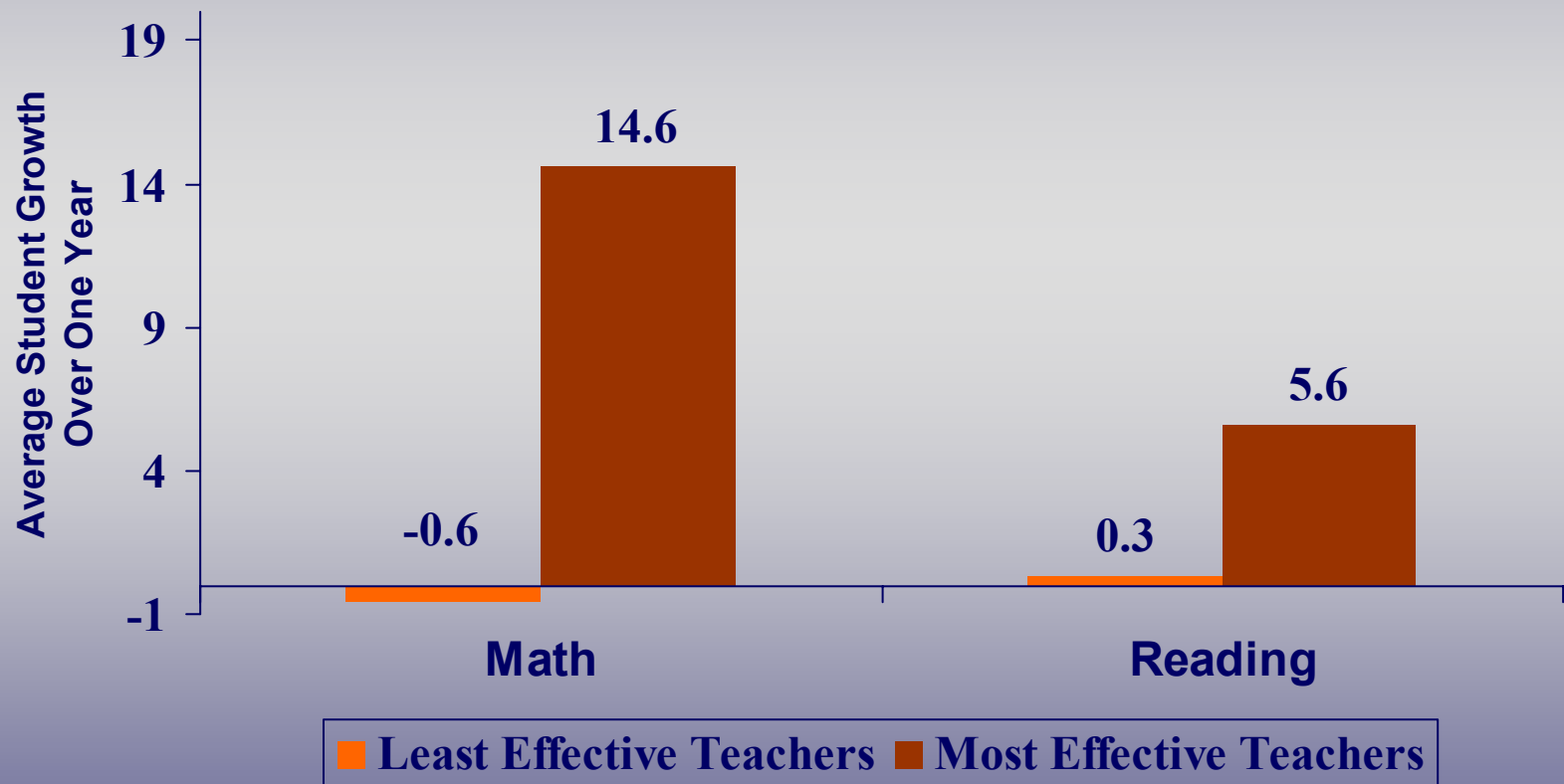
Effects of Educational Investments



GOOD TEACHING MATTERS!

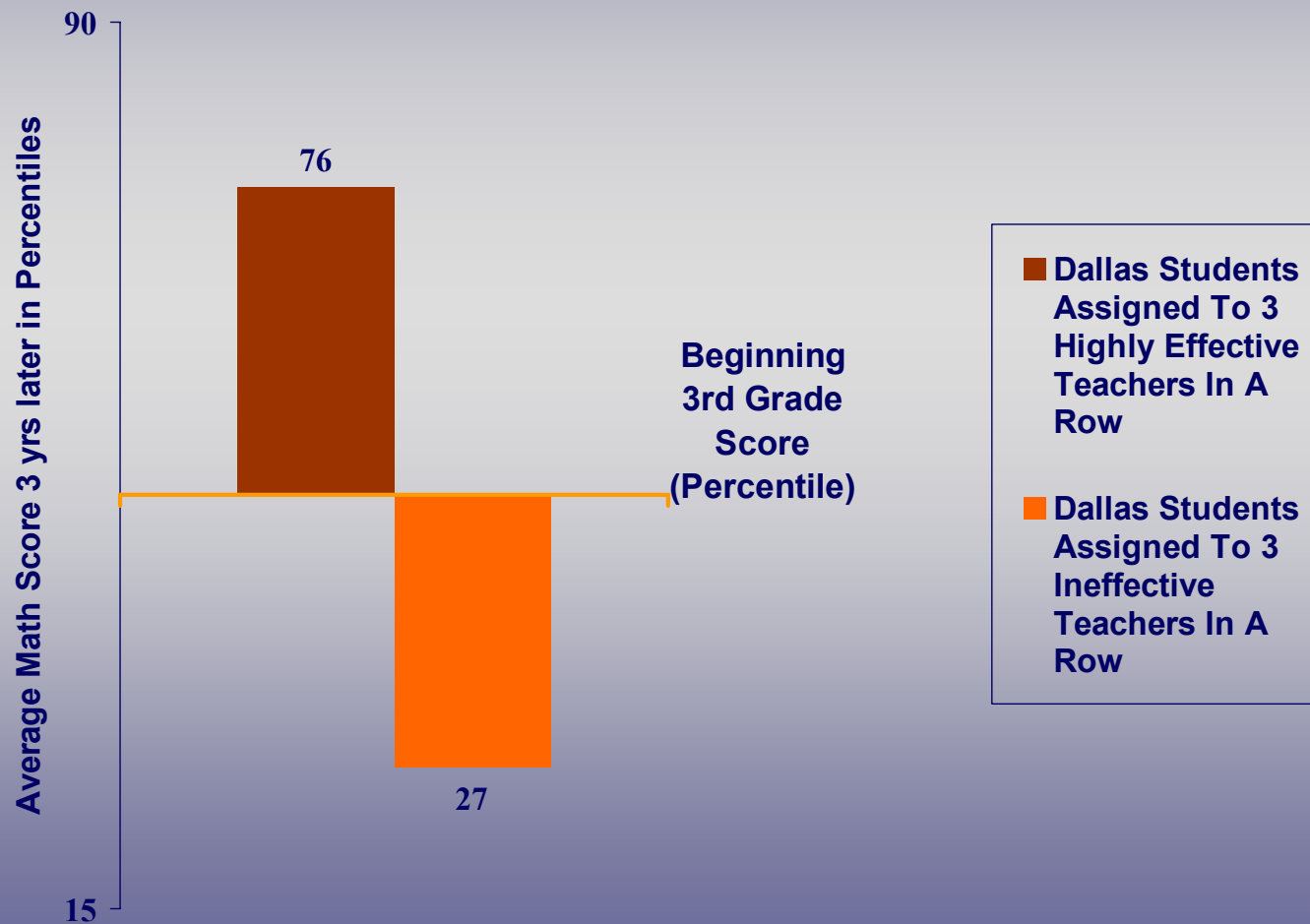
Staff Qualifications

Boston Students with Effective Teachers Showed Greater Gains in Reading and Math



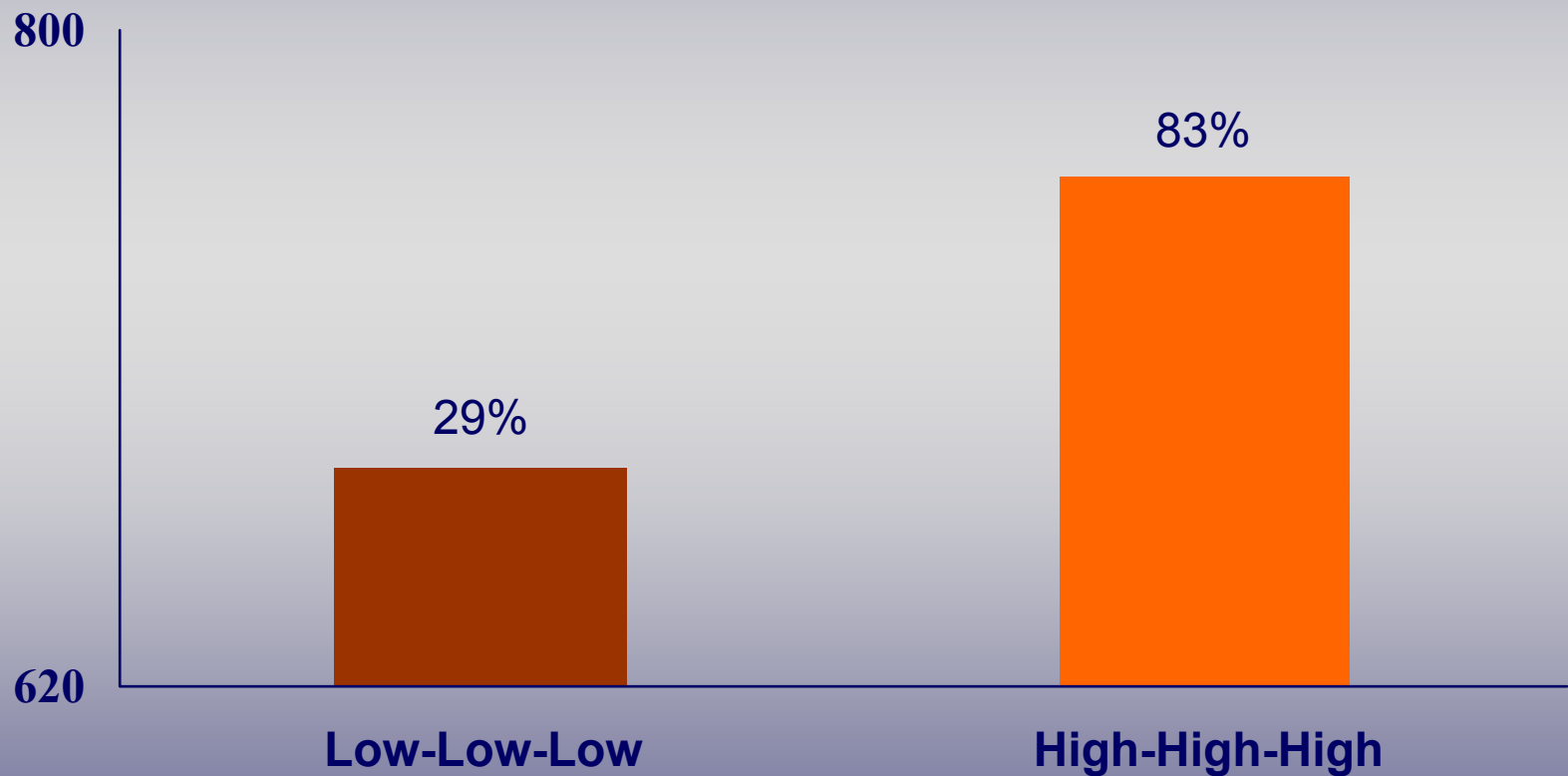
Source: Boston Public Schools, "High School Restructuring," March 9, 1998.

Cumulative Effects On Students' Math Scores: Dallas (Grades 3-5)



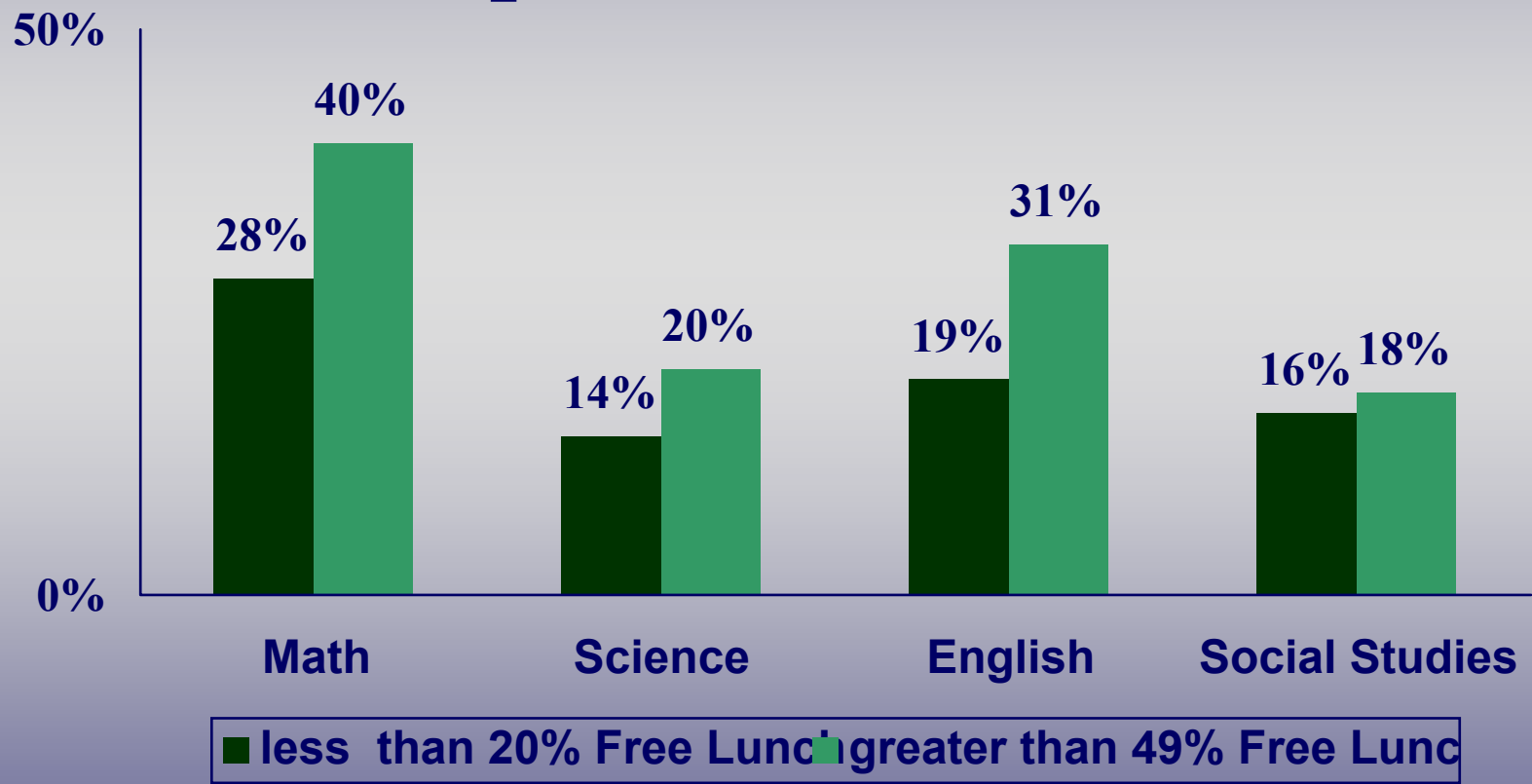
Source: Heather Jordan, Robert Mendro, & Dash Weerasinghe, "Teacher Effects On Longitudinal Student Achievement" 1997.

Cumulative Effects of Teacher Sequence on Fifth Grade Math Scores: Tennessee



Source: Sanders, William L. and June C. Rivers, "Cumulative and Residual Effects of Teachers on Future Student Academic Achievement," 1996.

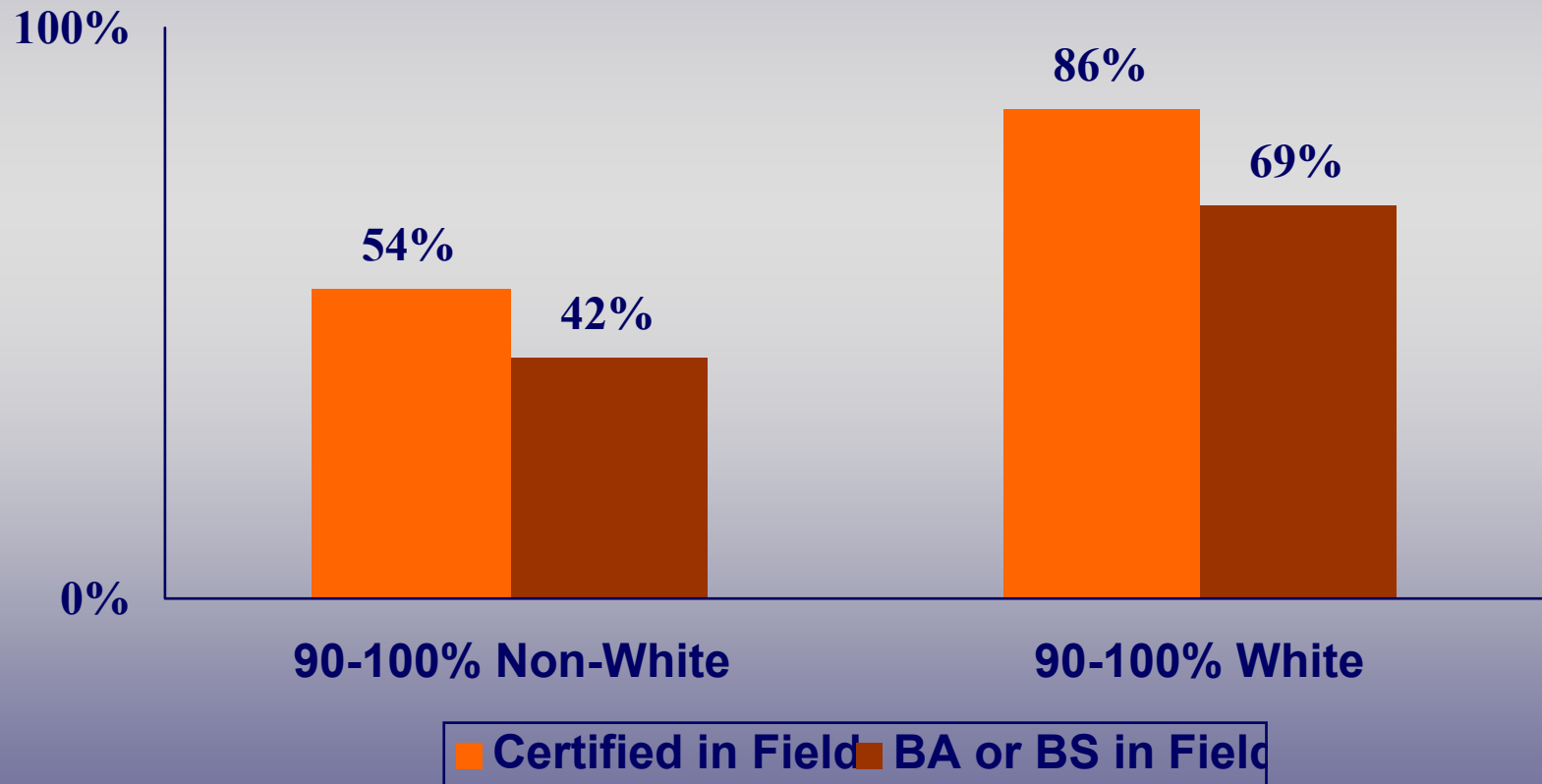
Classes in High Poverty High Schools More Often Taught by Underqualified* Teachers



*Teachers who lack a major or minor in the field

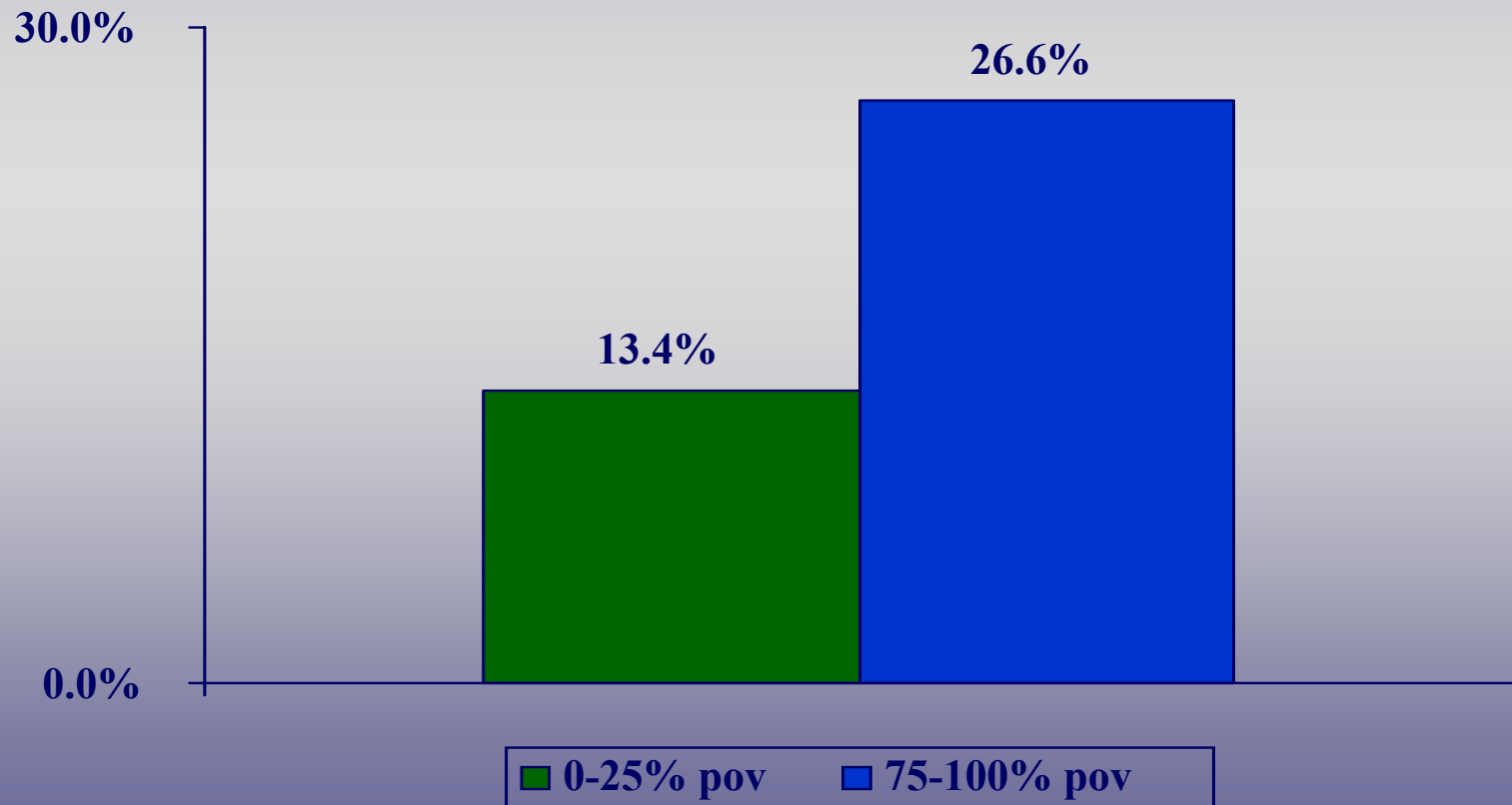
Source: National Commission on Teaching and America's Future, *What Matters Most: Teaching for America's Future* (p.16) 1996.

Math and Science Classes of Mostly Minority Students Are More Often Taught by Underqualified Teachers

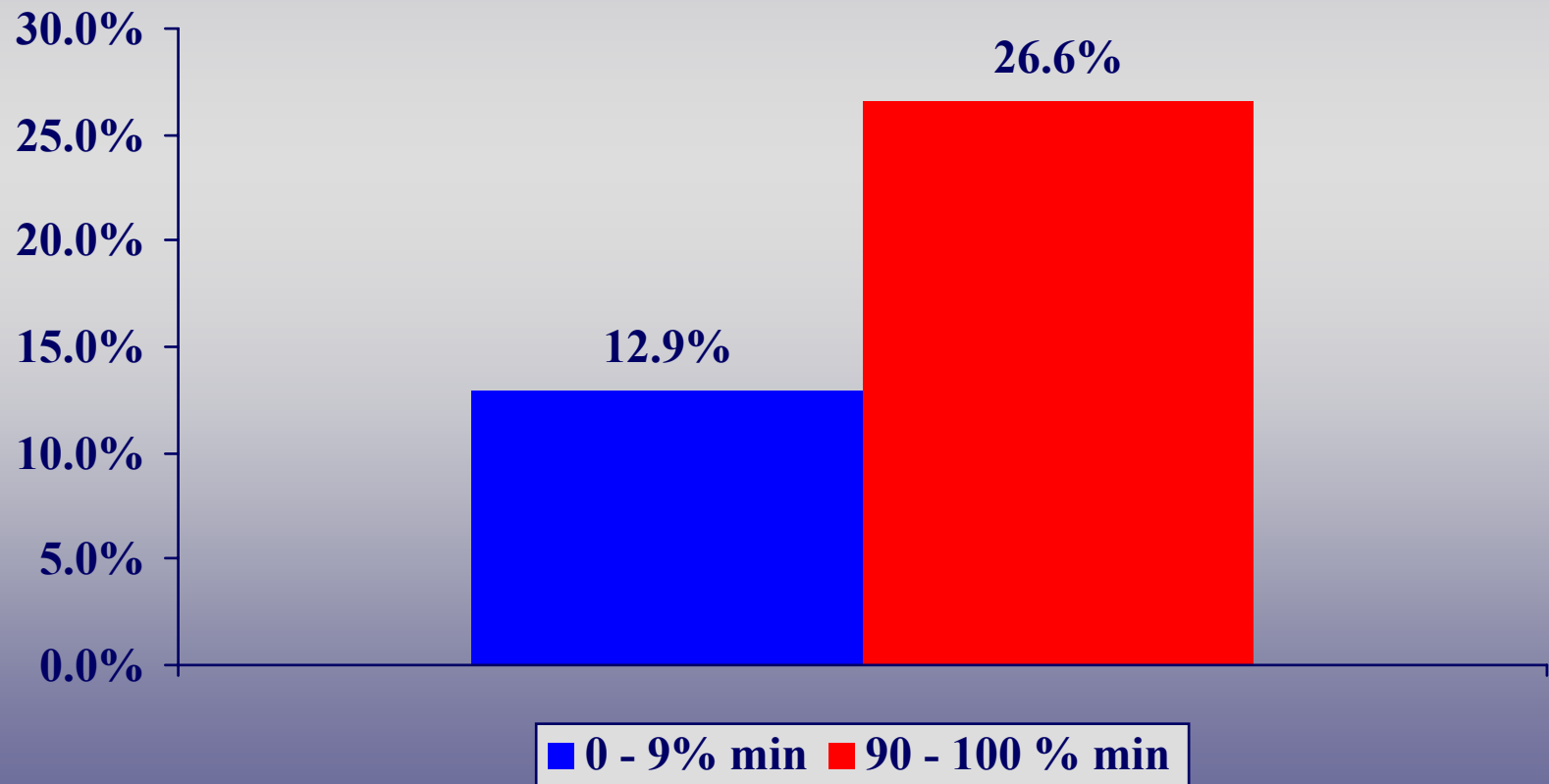


Source: Jeannie Oakes. *Multiplying Inequalities: The Effects of Race, Social Class, and Tracking on Opportunities to Learn Mathematics and Science* (Rand: 1990)

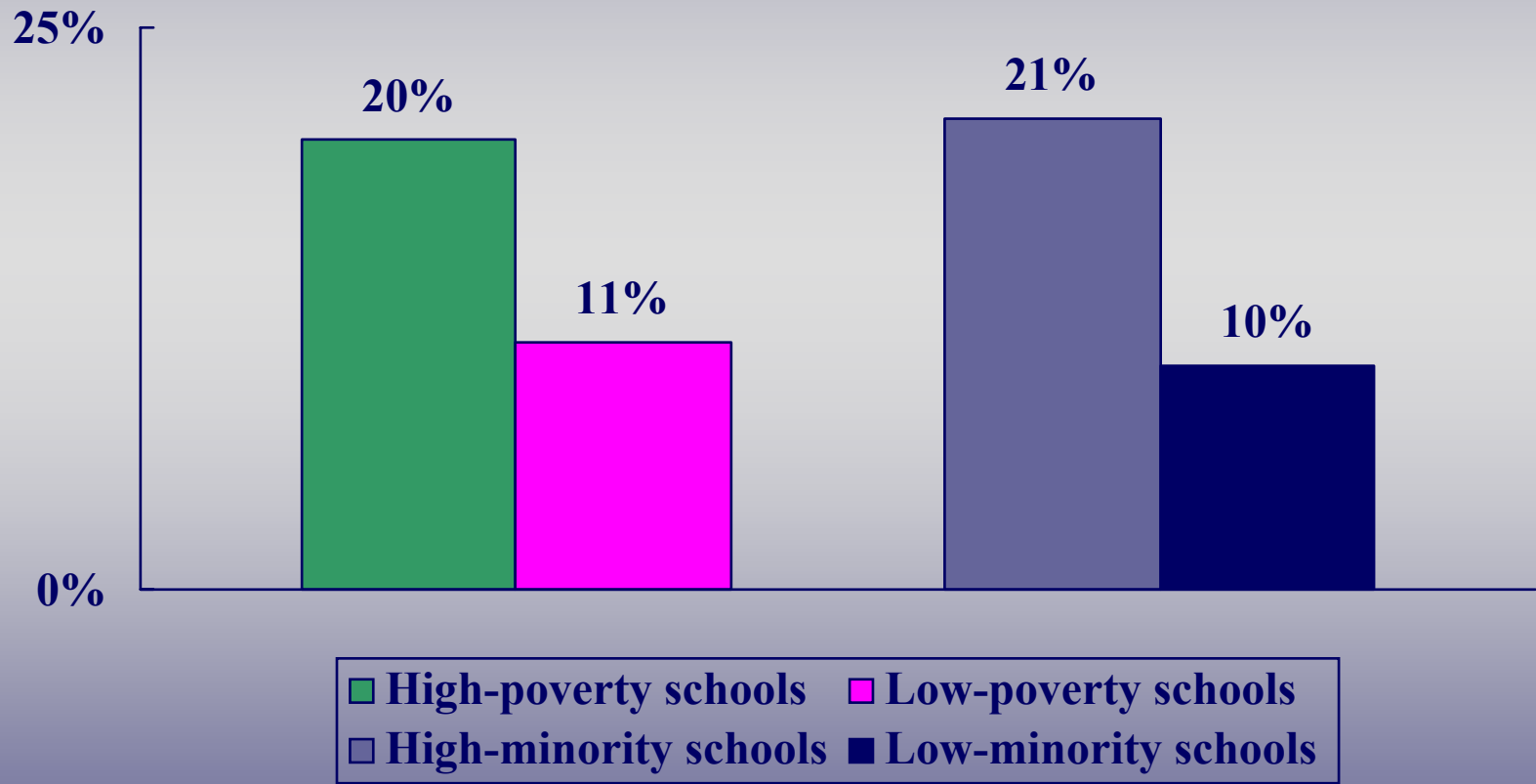
California: Low-income Children Twice As Likely To Be Taught By Uncertified Teachers



California: Students In Mostly Black And Latino Schools More Often Taught By Uncertified Teachers



Poor and Minority Students Get More Inexperienced* Teachers



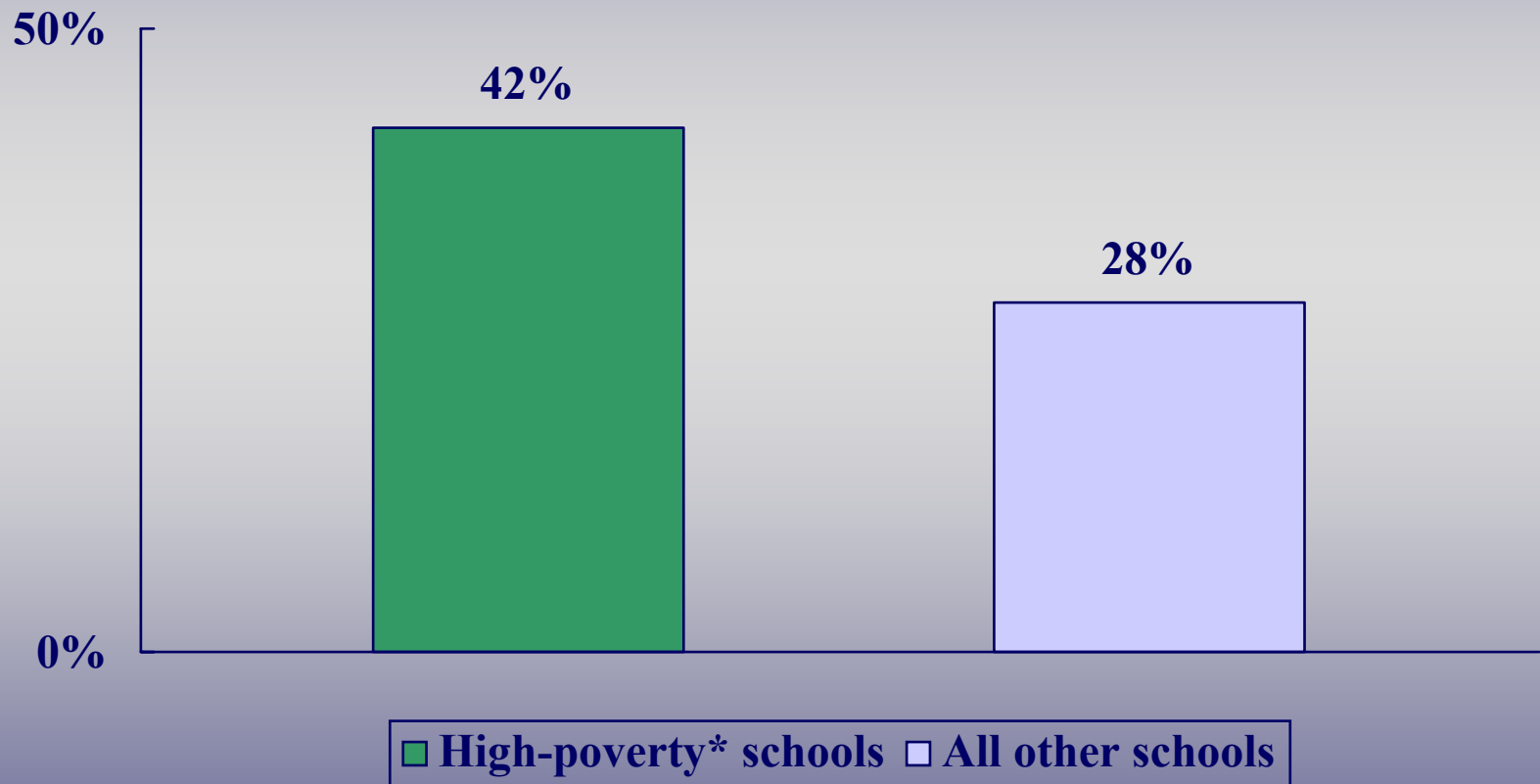
***Teachers with 3 or fewer years of experience. “High” and “low” refer to top and bottom quartiles.**

Source: National Center for Education Statistics, “Monitoring Quality: An Indicators Report,” December 2000.

Texas: Teacher Test Performance And School Composition

- Teachers' Mean TECAT Reading And Writing Scores Decreased As The Campus Shares Of Black And Hispanic Students Increased. (Kain)

High-Poverty Schools Get More Low-Scoring* Teachers



***Teachers scoring in the bottom quartile on on SAT/ACT. “High-poverty” schools have 2/3 or more students eligible for reduced-price lunch.**

Source: *Education Week*, “Quality Counts 2001,” January 2001.

Chicago Sun-Times Study

September 7, 2001

Teachers in schools with fewest
white students:

- *Five times* more likely to have failed at least one test; and
- *Twenty-three* times more likely to have failed five or more tests

Personal Story

- First year on “intern” license
- First placed in 4th grade class for two weeks
- Then placed in Title I K-6 elementary in split 4/5 class
- Class had no walls next to cafeteria
- No mentor—sought my own
- Kids pulled from other classes as overload

Personal Story

- Colleagues – low expectations for student achievement – “Our kids can’t do ...”
- Colleagues – Goal is a “safe haven” from the outside neighborhood.
- Some teachers good—others would not make it in middle class school.
- Last year in Title I Elementary in California. I got a transfer to prestigious magnet school in district. Principal got to select her teachers. All of my colleagues were amazed and wondered how I did it.

Equitable Spending Across the District

Title I study before the enactment of NCLB—differential spending on low poverty and high poverty schools when you take into account teachers' salaries, etc.

Within-District Spending Inequities

- **How Within-District Spending Inequities
Help Some Schools to Fail**

May 2003

Roza and Hill

Center for Reinventing Public Education

University of Washington

Results

- Looked at 4 districts: Baltimore City, Baltimore County, Cincinnati, and Seattle
- Findings:
 1. School budgets do not actually reflect the actual cost of salaries and benefits
 2. Use an “average” teacher salary
 3. More advantaged schools get more “expensive” teachers

Findings

4. To pay for more expensive teachers, districts need to transfer funds from the savings that occur in less advantaged schools.
5. More advantaged schools get more applications and have more choice of whom to hire.
6. In Seattle, for example, average teacher salary for low poverty school was \$41,000 while high poverty school was \$37,670.
7. In Seattle, Title I schools actually get fewer dollars per pupil (\$3,000 vs. \$4,000) than low poverty when salaries are considered.

My Research

**Look at Title I schools and % of teachers
Not Qualified and Teacher Mobility
Rate**

Some of the results:

Examples of Schools

- Middle School – 59.64% of teachers on permit or waiver; 24.64% teacher mobility rate
- Elementary School – 40.65% unqualified; 20.94% mobility, and low class size – 85% of requirement

Examples of Schools – High Priority

- Middle School – 37.50% of teachers on permit or waiver; 30.60% teacher mobility rate
- Elementary School – 35.39% unqualified; 26.85% mobility

Targeting Resources

- Look at our most important resources in Title I schools---our teachers.
- Recruit and retain the most qualified and effective teachers where they are needed most.
- Stabilize the teaching staff before investing in expensive professional development programs or models.

After providing the best teaching staff for Title I schools

- Provide professional development which has shown to make a difference..
 - Continuous and sustained
 - Content focused
 - Addresses the needs of diverse learners—special education, ELL, economically disadvantaged

Bridging the Gap between Middle Class Teachers and Students in Poverty

Pre-Service or Inservice Training

- Neither my college courses or professional development opportunities offered through my district educated me on the different “cultures” of poverty and middle class. I was only as successful as I was because:
 - Peace Corps volunteer and had lots of training in cross-cultural awareness.
 - Stumbled upon strategies that got kids motivated.
 - These were not always the same strategies that worked when I taught in the prestigious University School of Nashville.

Personal Story

- Private Elite School – Parent called worried about the “damage” to child for receiving a B instead of A.
- California Elementary School – Mother comes to parent meeting to ask about daughter’s adjustment because of witnessing violence in home.

Personal Story

- Private Elite School – Parent called to make sure that child and his friends would be excused for absences when father took him and friends on private jet to ski in Aspen.
- California Elementary School – Students reported they saw my student on streets sleeping in cars because he and his family were homeless. School couldn't find student.

Understanding Poverty Workshops

Dr. Ruby Payne

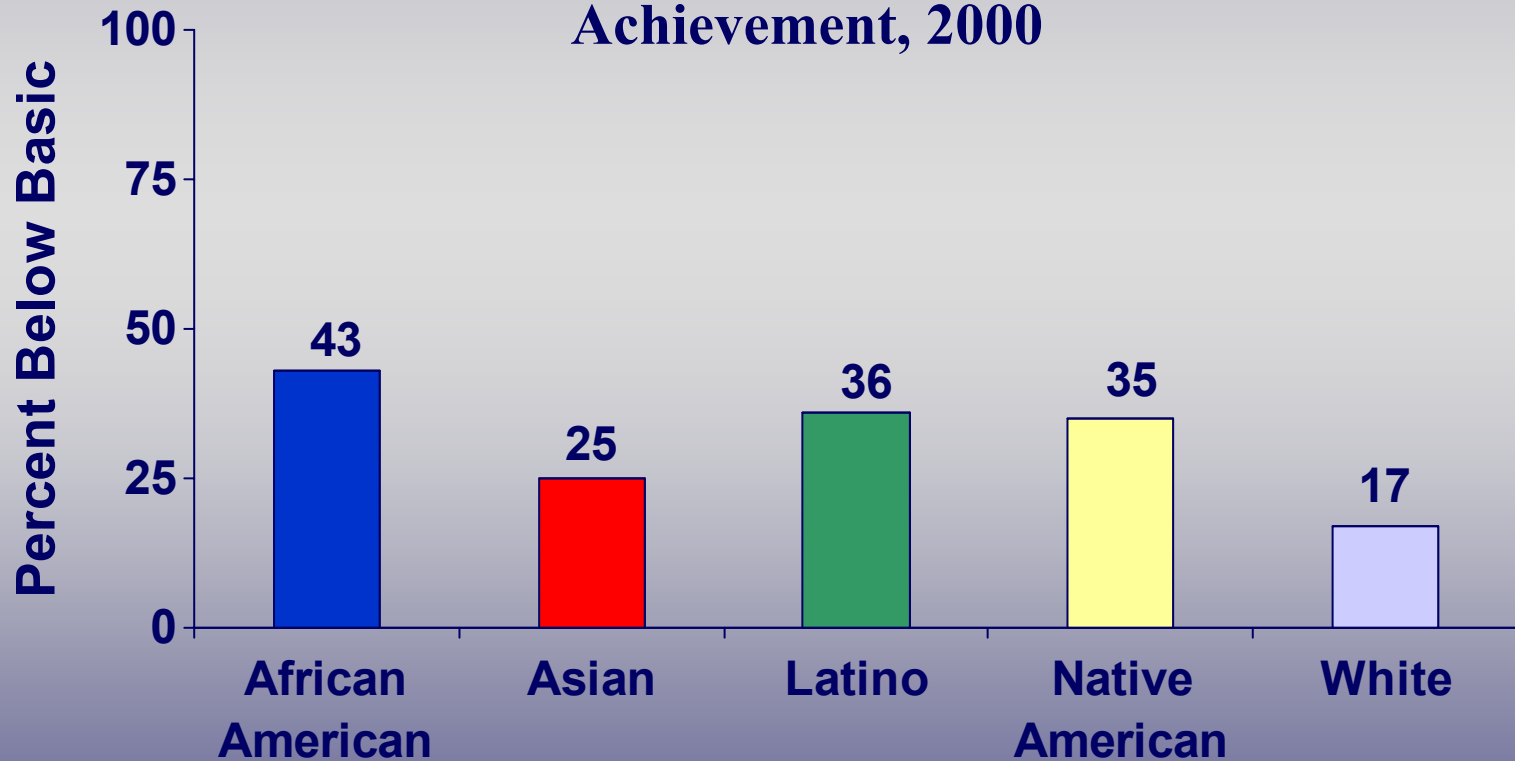
- Understand the differences in the cultures of:
 - Poverty
 - Middle Class
 - Wealth
- Understand how to bridge those cultural differences to be successful in instruction.

Basic Question:

Can United States continue to dominate on
the world scene economically if we leave
our children behind?

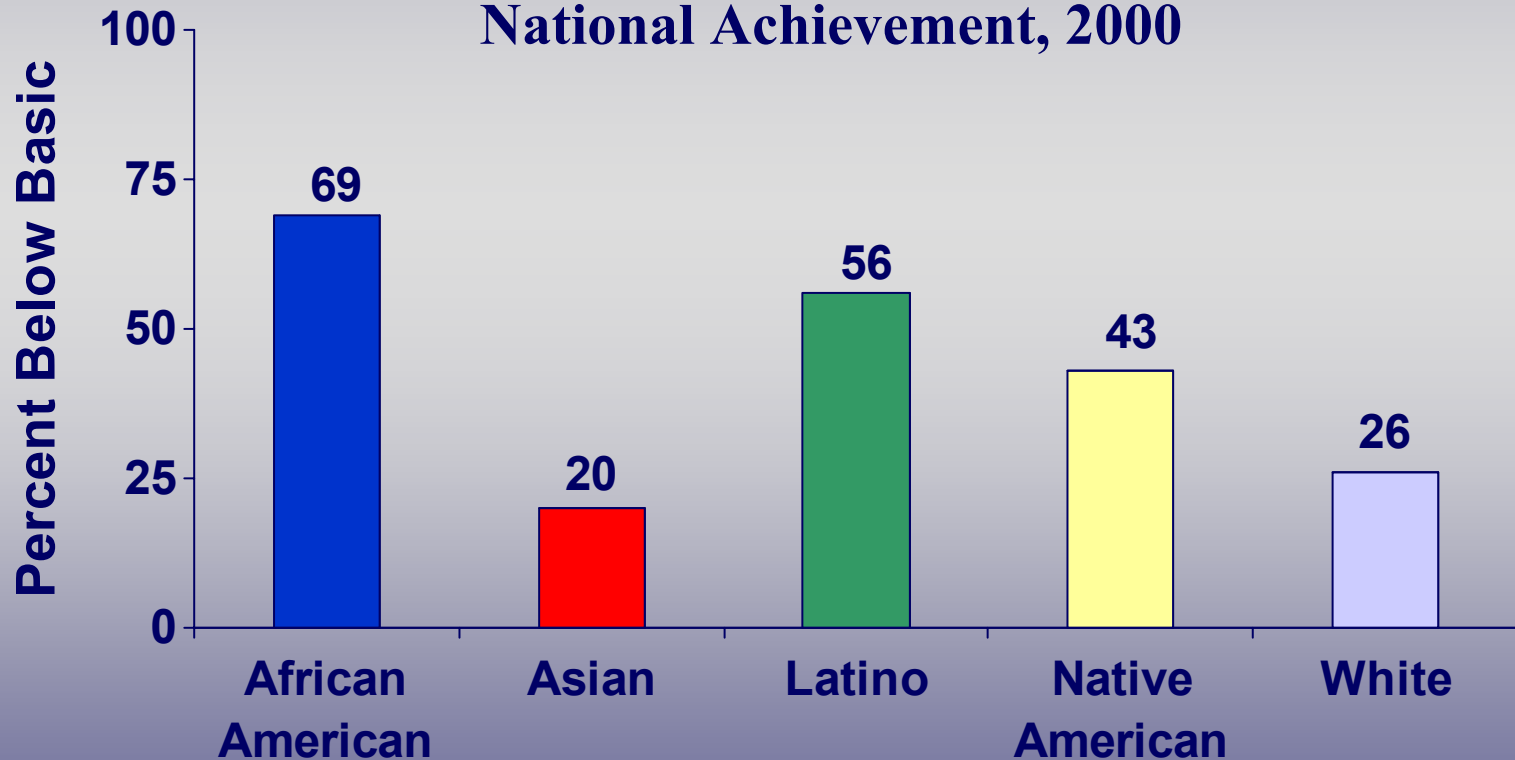
Too Many Students Finishing High School Without Basic Reading Skills

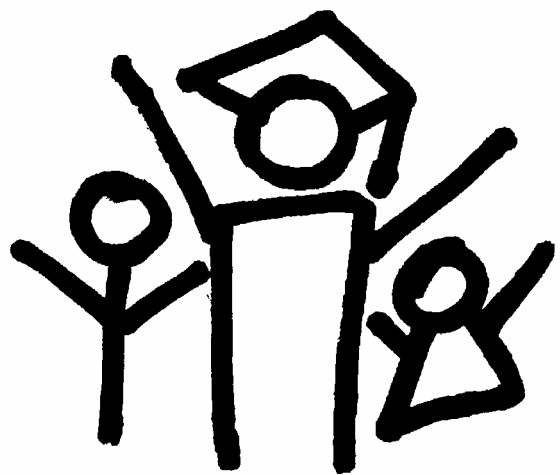
NAEP Grade 12 Reading: National Achievement, 2000



Too Many Students Finishing High School Without Basic Math Skills

**NAEP Grade 12 Mathematics:
National Achievement, 2000**





What do you think?

For More Information . . .

www.state.tn.us/education/mnclb